



SC Annual School Report Card Summary

William S Sandel Elementary
 Richland 1
 Grades: PK-5 Enrollment: 491
 Principal: Fae M. Young
 Superintendent: Dr. Percy A. Mack
 Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Below Average	Below Average	N/A	N/A	Not Met	N/A

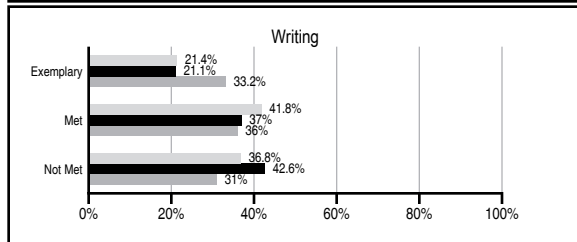
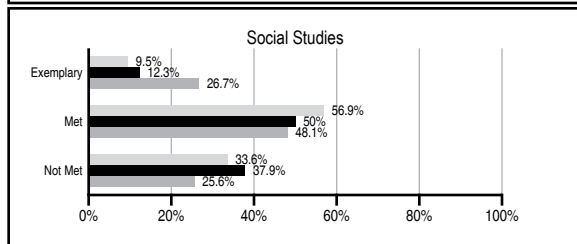
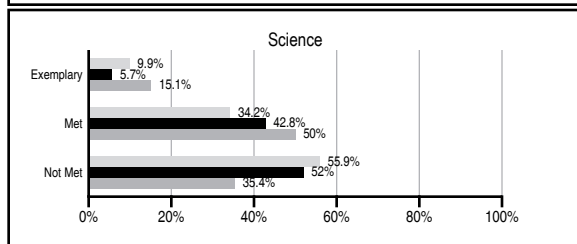
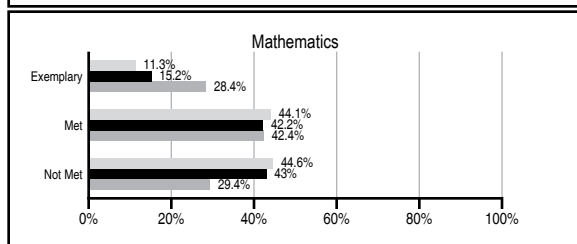
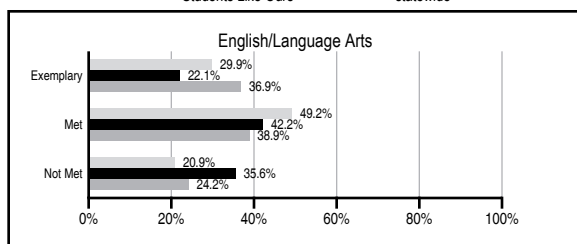
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	3	69	64	32

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)			
South Carolina	41	33	20
Nation	34	34	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 4 (2007)			
South Carolina	20	44	31
Nation	19	43	33
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 4 (2005)			
South Carolina	36	39	23
Nation	34	39	25
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

William S Sandel Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=491)				
Retention rate	3.9%	Up from 2.7%	2.5%	1.9%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.6%	Up from 1.3%	3.3%	10.0%
With disabilities other than speech	8.8%	Down from 9.7%	7.5%	7.7%
Older than usual for grade	0.5%	Down from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 67.6%	57.1%	59.4%
Continuing contract teachers	66.7%	Down from 70.3%	71.6%	80.0%
Teachers with emergency or provisional certificates	3.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 86.3%	82.1%	85.9%
Teacher attendance rate	93.7%	Down from 94.6%	95.2%	95.1%
Average teacher salary*	\$49,350	Up 5.3%	\$45,790	\$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	11.8 days	Up from 11.3 days	10.7 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.6%	Down from 88.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Good	Excellent
Dollars spent per pupil**	\$7,338	Up 8.5%	\$8,646	\$7,458
Percent of expenditures for instruction**	81.8%	Up from 80.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	79.3%	Up from 77.2%	62.1%	63.2%
% of AYP objectives met	100.0%	Up from 76.9%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	65	25
Percent satisfied with learning environment	89.7%	71.9%	75.0%
Percent satisfied with social and physical environment	96.7%	67.7%	64.0%
Percent satisfied with school-home relations	46.7%	84.6%	68.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W.S. Sandel Elementary School takes pride in the diversity of its school's population of 496 students. We celebrate the culture of 6 different ethnic groups. In keeping with the NCLB requirement, 100% of the instructional staff is highly qualified in their area of instruction, and 5 of the 14 instructional assistants have associate or bachelor degrees. Sandel has 9 National Board Certified teachers, and 6 are pursuing certification.

We continue to focus on the district's goals and initiatives with our emphasis on literacy and math acquisition. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement, Data Teams, and Classroom Walk-Throughs. We utilized district benchmark results, MAP assessment, and PACT data to determine the instructional needs of the students in grades 3-5. Terra Nova, InView, Dominie, and the district Math Assessment were used to determine the instructional needs of students in grades K-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, Target Teach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different levels of students' performance. MAP testing and the STAR Diagnostic Reading Inventor are also used to monitor students' progress. Results from these assessments are used to monitor students' gains in English language arts, math, social studies, and science.

Other programs designed to assist students are the after-school tutorial program and the SuccessMaker Lab for grades 3-5. Accelerated Reading/Math and Knowledge Box are computer-assisted programs we utilize to provide students with individual levels of practice in all core subject areas. SCE&G funds our homework and remediation programs for second- and third-grade students who do not qualify for the district's after-school tutorial program.

Our ESOL program focuses on language acquisition for non-to-limited English speaking students. Breakthrough to Literacy is utilized in child development and kindergarten classes. Our parent educator provides an outreach program for parents of pre-K and kindergarten students. The parent educator shares ideas and strategies with parents on a monthly basis during Books and Breakfast and Books and Dinner sessions. Our Reading Recovery Program provides one-on-one instructional interventions for first graders who are experiencing difficulty as emergent readers. The goal of this program is to bring students within the average range of their peers' achievements. The Character Education Program is embedded in the curriculum and is a means to foster the development of ethical, responsible, respectful, and caring young people. The school resource officer provides instruction in two vital areas: drug awareness through the fifth-grade D.A.R.E program and gang awareness through the fourth-grade G.R.E.A.T. program.

Sandel continues to focus on addressing reading, math, and science as areas needing the most attention as we move our students to exemplary on PASS. We will continue to incorporate programs and activities that will increase parental involvement. We believe that by working together we can accomplish these goals to ensure that our students have a promising future.

Fae M. Young, Principal
Ralph Bryant, SIC Chair

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